

Report of the Accreditation Re-visit to Pacific Oaks College

Professional Services Division

May 8-10, 2002

Overview

This item is a follow-up of the accreditation visit to Pacific Oaks College that was conducted May 8-10, 2002. This item provides the report of the re-visit team and recommendations regarding six stipulations and the accreditation status.

Staff Recommendations

1. On the basis of the re-visit accreditation team report, staff recommends that the six stipulations placed upon the institution by the Committee on Accreditation be removed.
2. Staff recommends that the Committee on Accreditation change the accreditation status of Pacific Oaks College from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the above stipulations.

Background Information

A COA accreditation team conducted a visit at the Pacific Oaks College on May 6-9, 2001. On the basis of the accreditation team report, the COA made the following accreditation decision for Pacific Oaks College and all of its credential programs:
ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- That the institution provide evidence of leadership which acts as an advocate for the credential programs within the college, education profession, and the community.
- The institution provide evidence that each credential program within the college receives an equitable allocation of resources in relation to the student population it is required to serve. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and instruction.

- That the institution provide evidence of substantive process (including an action plan and timeline) toward implementation of the necessary infrastructure and the purchase of hardware and software to provide appropriate faculty and student access to sources of data.
- The institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should include information about the credential program for which supervision is given, such as program philosophy and design, and how the courses in the program relate to the fieldwork.
- The institution provide evidence that all the CLAD/BCLAD content specifications be included in the curriculum of the program. These content areas are:
 - Language Structure and First – and Second – Language Development
 - Methodology of Bilingual, English Language Development, and Content Instruction
 - Culture and Cultural Diversity
 - Methodology for Primary Language Instruction
 - The Culture of Emphasis
 Special attention should be given to Methodology for Primary Language Instruction and the Culture of Emphasis (Spanish Culture).
- The institution either re-design the Education Specialist Credential Programs to include a core of special education classes that adequately addresses the standards found in the Commission on Teacher Credentialing *Standards of Quality and Effectiveness for Education Specialist Credential Program (including Internships Options) and Clinical Rehabilitative Services Programs*, or withdraw the programs.

The institution was required to respond to the stipulations and prepare for a re-visit within one year of the accreditation action. In addition, the institution was to provide the Committee on Accreditation (COA) an interim report at the six months point. This report was provided as an informational item at the January 2002 COA meeting.

The institution prepared a “Final Report” document indicating how each of the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. This was sent to the team members and CCTC staff two weeks prior to the re-visit. The institution prepared an interview schedule for the constituencies with input from the CCTC consultant. The re-visit team, who were members of the original team spent three days at the institution in a focused re-visit. After selected interviews on campus, the team prepared an accreditation report that was presented to the institution. It is now provided to the COA for consideration and action.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM RE-VISIT REPORT**

Institution: Pacific Oaks College

Dates of Re-visit: May 8-10, 2002

**Original
COA Accreditation**

Decision: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Re-visit Team Recommendations

The team recommends that:

1. The six stipulations from the 2001 accreditation visit be removed.
2. The accreditation decision be changed from **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS** to **ACCREDITATION**

Rationale

Based upon the Institutional Response to the Stipulations, review of supporting evidence and interviews with faculty members, institutional administration, students, graduates, and field supervisors, the team determined that the institution has provided appropriate responses to each of the stipulations and has satisfactorily addressed the standards less than fully met and the concerns identified during the accreditation visit of one year ago. The members of the re-visit team were members of the original accreditation team of one year ago.

Team: Jesus Cortez, Cluster Leader
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Findings on Stipulations

Stipulation #1

- That the institution provide evidence of leadership which acts as an advocate for the credential programs within the college, education profession, and the community.

Re-visit Team Finding:

Based upon a review of the institutional response to the stipulations prepared by Pacific Oaks College interviews with institutional leadership, program leadership, students, graduates and employers, the team confirms that the institution has provided evidence of effective and comprehensive leadership across all professional preparation programs and sites associated with the institution. Discussions with faculty, supervisors and students indicate that this confirms the institution's commitment. This was verified by the recruitment and hiring of two key positions, incoming Provost and Academic Director. During the spring and summer 2001, a search was initiated for a new Academic Director. In September 2001, Cindy Grutzik, a teacher from within the Teacher Education Program was appointed to this position. Since that time she has coordinated and facilitated all activities related to the re-visit. The then Dean of Academic Affairs, Deborah Owens left the institution in March 2002. The President chose to redefine her position and was able to secure a Provost position with the Board. Beginning July 1, 2002 the new Provost will be on board whom has a doctorate in Special Education. Refer to Common Standard #1 for more information.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #2

The institution provide evidence that each credential program within the college receives an equitable allocation of resources in relation to the student population it is required to serve. The resources must enable each program to effectively operate in terms of coordination, recruitment, advisement, program development and instruction.

Re-visit Team Finding:

The team confirmed that equitable resources are available for each program. From the evidence presented through interviews, it was determined that sufficient resources are now consistent for the effective implementation of each credential program. The following actions support the team's finding about resources:

- Appointment of an Academic Director position responsible for establishing relationships with school districts and serving as a primary institutional administrative liaison within the institution
- Support for a credentials analyst/field placement coordinator responsible for services to candidates for credentials
- 4 FTE teacher education teacher program core faculty who share responsibility for coordinating curriculum for the credential programs, teaching and advising students, and working collaboratively to plan programs and make departmental decisions
- an office coordinator full time

- 8-10 adjunct faculty who will provide instruction and field supervision

In addition, the collaborative efforts of the institution have involved Academic Directors in the budget process for the first time.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #3

- That the institution provide evidence of a substantive process (including an action plan and timeline) toward implementation of the necessary infrastructure and the purchase of hardware and software to provide appropriate faculty and student access to sources of data.

Re-visit Team Finding:

The institution has initiated a timeline and action plan for implementing technology standards in the teacher education program. This is evidenced by documentation that hardware has been purchased, software vendors have been contacted with a proposal soon to go to the Trustees to approve purchase and a consultant to work with the staff for technology implementation. The computer lab is scheduled to be in place by September 2002. In addition, a work study student is being hired to staff the lab so it can be open more hours. Also, by October 2002, a new campuswide information system will be purchased. The institution was awarded a Title 5 grant, which has facilitated the growth of technology. Course syllabi reflect integration of technology into academic coursework.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #4

- The institution provide evidence of a comprehensive system of selection, training, and evaluation of the field supervisors/cooperating teachers who supervise in all credential areas. The training should include information about the credential program for which supervision is given, such as program philosophy and design, and how the courses in the program relate to the fieldwork.

Re-visit Team Finding:

During the past year the level of collaboration with field and cooperating teachers has greatly increased. Evidence from interviews and documentation provides examples of welcome changes in this area. The Program has created a Community Advisory Committee during this time. New procedures and written information has been developed by the institution for site supervisors regarding program requirements and institutional expectations. They also redefined and formalized the

position of Directed Teaching coordinator. A training workshop is now scheduled for every semester for the cooperating teachers and field supervisors to discuss the Teacher Education's Program responsibilities and expectations. Classroom visits have occurred by the Academic Director and /or Field Placement Coordinator. The Directed Teacher Handbook was amended in August 2001 to include the department's mission, as well as information about the coursework candidates have taken prior to their Directed Teacher placement.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #5

- The institution provide evidence that all the CLAD/BCLAD content specifications be included in the curriculum of the program. These content areas are:
 - Language Structure and First - and Second - Language Development
 - Methodology of Bilingual, English Language Development, and Content Instruction
 - Culture and Cultural Diversity
 - Methodology for Primary Language Instruction
 - The Culture of Emphasis
 - Special attention should be given to Methodology for Primary Language Instruction and the Culture of Emphasis (Spanish Culture).

Re-visit Team Finding:

Although the institution chose to withdraw the BCLAD credential program much of the content has been retained and been incorporated into the CLAD credential course content. The resulting enhanced program has provided students with a stronger foundation for their CLAD program. This is verified by interviews and based on course syllabi.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Stipulation #6

- The institution either re-design the Education Specialist Credential Programs to include a core of special education classes that adequately addresses the standards found in the Commission on Teacher Credentialing *Standards of Quality and Effectiveness for Education Specialist Credential Program (including Internships Options) and Clinical Rehabilitative Services Programs*, or withdraw the programs.

Re-visit Team Finding:

The withdrawal of two Education Specialist credential programs, Moderate/Severe and Early Childhood Special Education has allowed the institution to concentrate and fund the further development of the Education Specialist: Mild/Moderate credential program. The redesigned program includes the addition of five special education classes and three adjunct faculty. These classes and the faculty were added to improve the quality of the institution's Education Specialist program. Course syllabi and student interviews reflect the significant improvements made in the program. This action has strengthened the Education Specialist standards being met. Based on recommendations from the review one year ago, the institution has refocused the course content within the Teacher Education Program. This has allowed the Program standards to be more fully implemented.

Re-visit Team Recommendation:

The team recommends that the stipulation be removed.

Common Standards

Findings on Common Standards:

Five Common Standards were found "not met" or "met minimally with qualitative concerns" during the May 2001 visit. In addition, the accreditation team articulated concerns related to Common standards, beyond the stipulations mentioned above.

Common Standard 1 Education Leadership

Original Team Finding: Standard Not Met

Re-visit Team Finding:

The hiring of a Teacher Education Academic Director and incoming appointment of Provost provides evidence that the institution has taken effective steps to provide leadership to the program and campus community. Interviews and documents indicate that the leadership of the credential programs is now in place. The new Academic Director has clearly demonstrated professional leadership for the department within the institution and extended community. During the spring and summer 2001, a search was initiated for a new Academic Director. In September 2001, Cindy Grutzik, a teacher from within the Teacher Education Program was appointed to this position. Since that time she has coordinated and facilitated all activities related to the re-visit. The new director has done the following:

- Improved articulation among the teacher education credential programs and within the institution as a whole
- Represented the department at Academic Directors' meetings
- Attended the Board of Institutional Reviewers' training
- Selected a core faculty member to attend the IHE BTSA/ Special Education workshop

- Attended CA Council on Teacher Education/CA Association of Professors in Special Education
- Supported faculty's attendance at various professional development activities and conferences such as CA Association for Bilingual Education, National Association for Bilingual Education, and BTSA training

The then Dean of Academic Affairs, Deborah Owens left the institution in March 2002. The President chose to redefine her position and was able to secure a Provost position with the Board. Beginning July 1, 2002 the new Provost will be on board whom has a doctorate in Special Education.

The visibility of the Academic Director is significantly noted by colleagues within Pacific Oaks College, school site administration and teachers, with other institutions of higher education and related educational providers. This has contributed to the credibility, continuity and accessibility of the entire Teacher Education staff,

Re-visit Team Recommendation: Standard Met

Common Standard 2 Resources

Original Team Finding: Standard Met Minimally with Qualitative Concerns

Re-visit Team Finding:

- The team confirms that the institution has addressed the resources for a library, bookstore and computer lab. The library has increased staff, and its hours since the last accreditation visit. The bookstore was eliminated in the spring 2001 due to lack of use. Students now order books from online sources. The computer lab consists of eight computers, which are being replaced by new ones. Although hardware and some software have been purchased through a Title 5 grant, this lab is not yet fully operational. Software vendors have been contacted with a proposal soon to go to the Trustees to approve purchase and a consultant to work with the staff for further technology implementation. The computer lab is scheduled to be in place by September 2002. In addition, a work study student is being hired to staff the lab so it can be open more hours. However, the institution needs to demonstrate ongoing efforts to improve direct services to students. This includes a campus based infrastructure to support a functional computer lab. Review of the final report and interviews verified the commitment to complete the process within the timeline provided to the team. Overall, the Teacher Education program was perceived as more organized, cohesive, receptive, and responsive to students and community needs.

Re-visit Team Recommendation: Standard Met

Common Standard 3 Faculty

Original Team Finding: Standard Met Minimally with Qualitative Concerns

Re-visit Team Finding:

It is now evident that collegial relationships are productive and professional. Evidence from interviews indicates that the general faculty meetings and social gatherings have encouraged key decisions to be made collaboratively such as the decision to drop three teacher credential programs, Education Specialist: Moderate/Severe, Early Childhood Special Education and the B/CLAD credential program. New faculty, field supervisors, cooperating teachers and school site administration have become part of this collaborative process. They have chosen to hire three adjunct professors with specialized expertise in special education. Currently, they have three and a half full time core faculty. When the half time person leaves in June, they intend to hire an additional full time person with expertise in special education and multiple subjects. The institution has also supported more involvement in professional activities by the faculty (see Common Standard #1). New faculty is now given more formal orientation and supported by long-term faculty and staff on an ongoing basis. In addition, based on faculty interviews, all those who teach in the Teacher Education CLAD credential program now possess either a CLAD or BCLAD certificate or its equivalence.

Re-visit Team Recommendation: Standard Met

Common Standard 4 Evaluation

Original Team Finding: Standard Not Met

Re-visit Team Finding:

The development of a dynamic and ongoing evaluation process is now in place based on interviews by field supervisors, staff and students. The process has become more inclusive from the student's initial application to through post graduation. It indicates the involvement of all departments within the institution and the extended community. The process now includes:

- Maintaining current checklists and forms (checklists are periodically revised to reflect credential coursework changes)
- Academic Director now makes advising decisions consistent across programs; when changes are made the Director is responsible for informing all faculty
- Registration forms are only signed by a faculty advisor (This was not the case in the past), students are also now required to meet with their advisors to sign up for classes
- The Community Advisory Committee who are involved in program design, development and evaluation activities
- The process for faculty evaluation by students upon completion of a course has become more formalized
- The evaluations include a rating scale and formal feedback is given to the instructors by the Academic Director

- Student course evaluations are also considered for continuance and rehiring of adjunct faculty

The team verifies there is a comprehensive evaluation in place. Discussions with supervisors, instructors and students indicate that these evaluations are utilized to assure continuous program improvement

Re-visit Team Recommendation: Standard Met

Common Standard 6 Advice and Assistance

Original Team Finding: Standard Met Minimally with Qualitative Concerns

Re-visit Team Finding:

The preponderance of respondents identified this area one of significant and positive change. There is consistent, appropriate advisement and support for candidates in the various programs. Criteria was developed and implemented to make the advisement and assistance process for students as well as faculty advisors more effective including:

- Academic Director now makes advising decisions consistent across programs; when changes are made the Director is responsible for informing all faculty
- Registration forms are only signed by a faculty advisor (This was not the case in the past), students are also now required to meet with their advisors to sign up for classes
- A formal “Advising Day” is scheduled preceding each new semester where all faculty are present allowing students to receive consistent information based upon discussions held
- Student files are maintained so they are current and any new information can be used during advisement

Re-visit Team Recommendation: Standard Met

Multiple Subject, Multiple Subject CLAD Emphasis/BCLAD (Spanish) Credential Programs, Including Internship

Findings on Standards

One year ago, the team determined that three program standards were met minimally. In addition, the team identified concerns in eight areas.

Institutional Response

Even though not required to do so, the institution provided responses to each of the three program standards less than fully met, and to each of the concerns identified. Following are the re-visit team findings related to those standards and concerns.

Standard 1: Program Design, Rational and Coordination

Original Team Finding: Met Minimally with Qualitative Concerns

Re-visit Team Finding:

Based on faculty interviews, all those who teach in the Teacher Education CLAD credential program now possess either a CLAD or BCLAD certificate or its equivalence. The faculty has had the opportunity to attend specialized training and workshops to support their professional growth.

Re-visit Team Recommendation: Standard Met

Standard 2 : Development of Professional Perspectives (CLAD/BCLAD Emphasis)

Original Team Finding: Met Minimally with Qualitative Concerns

Re-visit Team Finding:

The institution chose to withdraw the BCLAD credential program through the use of the collaborative decision making process. The accreditation team determined students were inadequately prepared for BCLAD instruction and that rigor and breadth were missing. After careful consideration and discussion, the faculty wrote a withdrawal of the BCLAD program. The faculty voted to approve the change with the condition that the BCLAD program be re-examined in one year.

Re-visit Team Recommendation: Standard Met

Standard 21: Determination of Candidate Competence (CLAD/BCLAD Emphasis)

Original Team Finding: Met Minimally with Qualitative Concerns

Re-visit Team Finding:

The institution has chosen to withdraw the BCLAD credential program based on documentation submitted to California Commission on Teacher Credentialing. Refer to Standard #2 for the rationale.

Re-visit Team Recommendation: Not applicable

**Preliminary Level I Education Specialist Credential Program:
Mild/Moderate**

All Standards

Original Team Finding: All Met Minimally with Qualitative Concerns

Re-visit Team Finding:

The withdrawal of two Education Specialist credential programs, Moderate/Severe and Early Childhood Special Education has allowed the institution to concentrate and fund the further development of the Education Specialist: Mild/Moderate credential program. The revised program includes the addition of five special education classes and three adjunct faculty. These classes and the faculty were added to improve the quality of the institution's Education Specialist program. Course syllabi and student interviews reflect the significant improvements made in the program. The core content has been enhanced with the additional faculty with specialized expertise and the establishment of collaborative agreements with other educational agencies to improve their course content. For example, the institution has contracted with a specialized agency to strengthen the awareness and exposure to assistive technology. The faculty has been encouraged to participate in professional growth activities to enrich their professional competencies. They have attended state and national conferences, workshops and training. This was verified by document review and interviews with staff. Student interviews consistently reflected the more current relevance of classroom instruction.

Re-visit Team Recommendation: All Standards Met

Professional Comments

- The Teacher Education Program staff is to be applauded on their achievements this past year. The team was impressed with the institution's willingness to openly address the issues and recommendations provided in the May 2001 accreditation review.
- With the same level of commitment, the institution should continue to adhere to the timelines and action plan for program improvement including technology.
- As the institution continues to revamp the Education Specialist credential program, review of the number of units required should be examined as this could affect potential enrollment.